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ABSTRACT

A survey on the need for school-age child care in Boston was conducted as part of a Parents United for Child Care (PUCC) campaign to increase the supply of child care and after-school programs for children between the ages of 5 and 14. The survey was distributed in May, 1989 to 4,913 families with elementary school children at 10 Boston Public schools and 6 Archdiocese schools across the city. Particular schools were selected in an effort to provide a geographic and racially representative survey sample. Surveys were printed in English, Spanish, and Chinese, and copies in appropriate languages were distributed according to the population enrollments at each school. A total of 1,447 surveys were returned. This document provides a compilation of the data and survey results. Recommendations for the city, schools, the state, employers, child care agencies, parents, and religious, educational, corporate, and philanthropic organizations are offered. Subsequent discussion focuses on: (1) the need for school-age child care in Boston; (2) characteristics of families who responded; (3) places where children spend their time before and after school when unsupervised by parents; (4) parental satisfaction with current arrangements; (5) barriers to use of school-age care; (6) school-age child care and employment; and (7) parents' preferences for school-age child care arrangements. (RH)

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CHALLENGES FACING BOSTON FAMILIES:

THE NEED FOR SCHOOL-AGE CHILD CARE

prepared by

Parents United for Child Care

and the

Wellesley College Center for Research on Women

Please Note:

The graphic on the cover of the report should have been credited to Linda Roistacher. Her signature was inadvertently cut off in the printing process. We apologize for this oversight and thank Linda for her graphic.

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INTRODUCTION

"Knowing my child felt safe and comfortable would make it easier for me on the job...to have my daughter in an after-school program so that I can give my full attention to my job and not have to worry that she's all right alone. I'd have no worries about what might happen."

A Boston Parent

The survey on the need for school-age child care in Boston was conducted as part of Parents United for Child Care's campaign to increase the supply of child care programs and after school for children between the ages of 5-14. Parents United for Child Care, an organization of 500 low and moderate income parents, identified the need for more school-age programs in Boston as its top priority because of the limited supply of care, parental concern about the well-being of their children before and after school and during vacations, and because the lack of care was an obstacle to seeking or maintaining employment. Parents United launched its school-age campaign with a citywide hearing in October 1988 attended by more than 100 parents. The anecdotal testimony given by so many parents about the serious need for more programs prompted Parents United for Child Care to conduct a scientific citywide survey.

In 1987, in response to requests by advocates, parents, and representatives of Boston planning groups, research on the supply of school-age child care services in Boston was conducted by the School Age Child Care Project of the Wellesley College Center for Research on Women. This project, funded by the Ford Foundation, also confirmed the need to get a better picture of the parent demand for services in Boston. In compiling the information on the availability of school-age programs, the authors found that the available supply could only accommodate 5% of the school-age population in Boston. They also reported that the data was inconclusive in establishing a pattern of usage or demand by families across the city.

The survey on the Need for School-Age Child Care was distributed in May 1989 to 4913 families with elementary school children at ten Boston Public Schools and six Archdiocese schools across the city. Particular schools were selected to provide a geographic and racially representative survey sample. The surveys were printed in English, Spanish, and Chinese, and copies in the appropriate languages were distributed according to the population enrollments at each school. The children were responsible for hand carrying the survey home and returning it to the school after completion. Parents were asked to complete only one survey per family even if they had more than one elementary school child. A total of 1447 surveys were returned, or 29% of the families returned surveys.

The following report is the compilation of the data and survey results. The quotes included in the report are taken directly from parents' written comments on their completed surveys. Two documents have been prepared: an executive report including the principle findings and recommendations and a full report including the above sections and a report of the complete research data and analysis. Both reports can be obtained from Parents United for Child Care, 25 West Street, Boston, MA 02111.

ACKNOWLEDGMENTS

Parents United for Child Care wish to acknowledge the work and guidance of the Wellesley College Center for Research on Women in preparing and analyzing the survey. Dr. Nancy Marshall, Fern Marx, and Michelle Seligson provided a wealth of research expertise and knowledge of the school-age child care issues. Mickey Seligson and the entire School Age Child Care Project staff have played an invaluable role in working with Parents United and other organizations to get more school-age child care in Boston.

Parents United for Child Care is particularly grateful to the Neighborhood Jobs Trust of the City of Boston for its financial support of the survey and its understanding that the availability of quality, affordable child care has a very direct impact on Boston residents' ability to work or participate in training. The United Way of Massachusetts Bay and the State Street Bank provided additional financial assistance, and The New England provided in-kind printing of the final reports.

Parents United for Child Care also wishes to thank Dr. Joyce Grant and Joe Shea of the Boston Public Schools and Sr. Rose Ann Amico of the Archdiocese School Office for their cooperation in conducting the survey. We offer special thanks to each of the school principals and their staffs for distributing and collecting the surveys. Additional thanks go to Jenny Silverman of Red Sun Press; Carmen Mirambeaux, Agnes Tamara Cornier, Ann Wong, and Jill Cheng for translation service; Cope Cumpston and Gayle Epp for layout and design assistance; Mary Baker, the staff and school-age kids of the Boston Girls and Boys Club, and members of the Boston University communications class for many hours of survey stuffing; and the Quincy Community School for hosting the press event to kick off the survey.

And finally, special thanks go to many Boston parents. We are appreciative of all of the time that many parents took to complete the survey. Thanks to Lorry Scura and the other members of Parents United's School-Age Child Care Committee who provided strong leadership and input during every phase of the survey. Most importantly, we wish to thank all of the members of Parents United for Child Care who are committed to winning more school-age care in Boston. Their commitment, combined with their many hours of hard work in designing, field testing, collating, and discussing the survey truly demonstrate that parents want to have a voice and are instrumental in obtaining quality, affordable child care.

Elaine Fersh and Laurie Sheridan
September 1989

SUMMARY OF SURVEY FINDINGS

4913 parents of Boston public and parochial school pupils in grades K-5 were surveyed about school-age child care. 29% (1447) of the families returned a survey. Responses came from every neighborhood in Boston.

* Responses generally reflect the ethnic composition of Boston families: 22% black, 42 % white, 11% latino, 18% Chinese-American, and 4% other Asian.

* Over 1/3 of the families who responded have family incomes of less than $15,000 a year; 78% have incomes less than $35,000. 54% have a high school education or less. Most (84%) are women.

* 77% of the women and most of the men are employed, and/or in school or training. Most (63%) work full time.

"I attended a six-month training program to be an electronics tech, and got a job working 7 A.M.-3 P.M. I had to quit because I lost my babysitter who took my daughter to school. She doesn't have to be in school till 9:15. I can't find a full-time job until I find a sitter."

For Boston families, and especially for women, the lack of adequate school-age child care is a significant barrier to obtaining employment, training, or earnings.

* If quality, affordable after-school child care were available, 15% of the parents not now in school or training would begin such education.

* 1/3 of women earning less than $15,000 a year or with less than an 8th grade education would enter school or training, if school-age child care were available.

* Almost 1/2 of all moderate-income women ($15,000-35,000) who are not employed, would look for a job if school-age child care were available.

* 1/3 of all employed women would work more hours (overtime or full time) if school-age child care were available.

* If child care were available, 14% of women would change jobs, 25% would work a different shift, and 22% would seek a promotion.

"I would also like more flexibility with work hours. With so many 2-parent working families, employers need to be more flexible and provide child care options. A parent happy with child care arrangements is a happier and more productive employee."

Inflexible workplace policies and schedules often add to child care difficulties for parents of school-age children.

* Almost 1/2 of all employed women cannot call their children from work, or receive calls from their children, even in an emergency.
* 1/3 of all employed women cannot get time off from work when their child is sick; almost 2/3 cannot get time off for school holidays or early dismissal.
* Less than 1/2 of all employed women have any say in their work schedules.
* Men with school-age children face similar problems at work.
* The jobs and training programs of low-and moderate-income parents are least likely to allow flexible schedules, calls from children, or time off for school holidays or emergencies.

"In my work as an operator for 911 emergency phones for the police department, I am appalled at the amount of calls I receive from children who have been left at home alone...it's not uncommon to hear from a child of 6 or 7 who has been left in charge of even younger siblings..to children at this age with an unreal conception of time, an hour or two can seem eternal...they are very frightened and sometimes difficult to reassure until police arrive."

3 out of 4 parents who are employed or in training are unable to be home every day when their child gets home from school. But only 14% of their children are in formal after-school programs every day.

* Most children are cared for at home by relatives.
* Over 36% of children spend some time <u>every day</u> at home cared for by a brother or sister. This is the most common everyday arrangement.
* The second most common form of daily care arrangement is being home with an adult relative who is not the parent (22%).
* 7% of children are home alone at least some of the time each week after school, mostly ages 9-10. 13% more are left home alone once in a while.

"I am at home in the day for the children, but I must work evenings when my husband is home and miss my children's baths and bedtimes 4-5 nights a week. This leaves a hole in our family and my children both hate me working and leaving them."

Parents often have to combine several arrangements to meet their child care needs.

* 48% of parents using care must use a patchwork of various child care arrangements during the week or during the day.

* Most of these arrangements include some combination of relative or sibling care, with or without other types of care.

"If I could find a place where my kids would be happy on holidays and half days, then I could probably take personal days when they got sick. I have relied on friends and I don't like having to constantly burden friends and relatives."

Though most parents use informal child care arrangements, few find their arrangements to be completely satisfactory.

* 2/3 of parents are less than completely satisfied with their current child care arrangement.

* 16% of parents whose children are watched by a sibling or relative say this arrangement is not good for their child's feelings of loneliness.

* Few parents believe that children under the age of 11 should be left home alone.

* Over 40% of parents whose children are home alone are unhappy with this arrangement.

* 1/3 of parents whose children are alone believe that this arrangement has a bad effect on the child's school achievement and feelings of loneliness.

"Right now I am very pleased with what I have and I feel really lucky. My child is enrolled in after-school care. They are very dependable and are there for school vacations. Without them I would have a problem."

The highest level of satisfaction (92%) is among parents who use an after-school program or child care center.

* Nearly all are satisfied with the program itself; this contrasts with parents who use other types of child care.
* However, 1/3 of parents find the cost, the activities, or the indoor or outdoor space less than completely satisfactory.
* 1/4 of parents of children in after-school programs are not completely satisfied with transportation or drop-off and pick-up times.

"Quality after school programs are very difficult to find, and when you are able to find one, it is too expensive or too far away."

Almost 1/3 of parents have looked for care for their school-age children in the past two years and couldn't find it.

* 21% say there were no openings in existing programs.
* Transportation was a problem for 1/4 of the parents.
* 1/3 of families couldn't find child care because it was too expensive.

"My daughter spent four years in a family day care with which I was completely satisfied. The cost is going up next year and I may have to take her out despite the fact that she isn't old enough or responsible enough to be alone. If I could afford to continue this program for after school and summertime and holidays, I would do so without question. But it's terrible to have to give your paycheck away."

The cost of care is too high for at least 1/3 of the parents, especially families with incomes between $15,000 and $35,000.

* Over 1/3 of families who can't be home when a child gets home from school, pay for child care.

* On average, parents pay $42 a week for school-age child care for one child.

* Low-income parents who pay for care, pay about 15% of their income, or twice what they can afford, just for school-age child care.

* The most expensive form of school-age child care is in-home care, costing an average of $67 per week for care by a relative and $56 per week for a non-relative, in this sample.

* Family day care prices average $47 per week, and school-age child care programs average $31.

* The majority (68%) of parents interested in after-school programs have family incomes under $25,000 a year.

* Families often pay for care for more than one child. And low- and moderate-income families pay a much greater proportion of their income for child care for all their children than do other families (low-income families pay at least 21% of their income for child care).

"I would like a good and safe place where they could stay after school or during vacation, so they can be with other friends and really enjoy their childhood, and so I can have time to improve my skills."

2/3 of parents say they would be very likely to send their child to an after-school program they liked and could afford.

* When asked how likely they would be to send their child to any of several types of after-school programs, the greatest proportion of parents (49% of all parents) said they would be very likely to send their child to an after-school program <u>in the child's school</u>.

* In contrast, only 1 out of 6 parents would send their child to a family day care home.

* Over 50% of the families who are likely to use an after-school program at the child's school, say they <u>would not use</u> a family day care home. (The reverse is not the case.)

* 71% of parents who want an after-school program, would use it 5 days a week; 22% would use it 3 or 4 days a week; and 7% 1 or 2 days.

* 74% want care for 3 or more hours per day; 26% want 1 or 2 hours.

"I would like an after school program to help meet their needs and academically where I fail because of time limited by my job. Some good music programs after school, or activities that will help increase the children's self-esteem, self-respect and respect for others."

Whatever type of child care arrangement they prefer for their children, parents want a variety of enrichment and educational activities in the program.

* A majority of parents want programs that provide help with homework (78%), sports or exercise (69%), outdoor play (55%), and arts, music, and crafts (65%). Many parents also want multi-cultural programs (41%), and field trips (41%).

* 41% of latino parents, 30% of Chinese-American, and 32% of other Asian-American families want bilingual programs.

"I feel it's not safe to leave my child alone in the morning before school. Before going to work, I had to make sure that they are in school. I lost my job over that, 10 minutes late, even after I told my boss I was going to be late because I can find no other way to do it...School starts too late for any working parent. (at 9:20)."

In 24% of the families, all adults must leave the house in the morning before their children are due at school.

* Only 1% of these children are in a "before school" program.
* Most of the children (40%) wait at home, 35% are at someone else's home and 18% are in the school yard or building.
* Over half of the parents in this situation say they would be very likely to use a before school program, and another 25% would be somewhat likely.

"Kindergarten is so ridiculous with the crazy 2 1/2 hour programs. You have to beg people to pick up your child, you worry about who can take your child at 9 AM when you have to be at work at 7:30."

Kindergarten poses special problems for arranging child care.

* 29% of kindergartners in this survey are in extended-day kindergarten; the rest are in half-day programs.
* Over half (58%) of parents with children in half-day kindergarten would like their children in extended-day kindergarten.
* 61% of parents currently using extended-day kindergarten would be very likely to use a school-age child care program at their child's school.

"I would like to have child care on holidays or summer vacation--work is no place to bring a child, but I have been forced into it or lost a job--or been unable to get a job at all."

16% of all parents report that they have had problems finding summer care or holiday care in the past two years.

* 31% of all parents would be very likely to use summer care if it were available; 14% would be somewhat likely to do so.

"We need more after school programs for the children, because it's rough in a tough neighborhood trying to keep them off the streets and from being shot."

Parents in general want recognition, support, and help with the difficulties facing working families with school-age children.

* Parents--mothers and fathers--told us they want workplaces to be more supportive of families, to allow parents to work flexible hours, call their children after school, or take time off for school holidays or when their child is sick.

* Parents also told us they want "worry-free" before and after school care, where their children can be with other children and be well-cared for while their parents are working.

* Many of the parents who do not need school-age child care at this time, also said that they support the development of more school-age programs, because they might need them in the future, or because they would like them to be available for other families.

"Before and after school child care in the child's school would be a dream come true for a lot of working parents."

RECOMMENDATIONS

The survey findings clearly document the need for more school-age child care in Boston. The findings and hundreds of comments written on the surveys by parents also tell the story of what parents want for their school-age children, the barriers to securing those services, and the sacrifices they must make at home and on the job. The report further confirms that low and moderate income families in Boston face the greatest challenges to providing a stable environment for their children and achieving economic self-sufficiency.

Parents United for Child Care believes that many of these issues can be addressed through the development of quality, affordable school-age child care and through the adoption of school, employment, and public policies which make caring for children a priority.

To accomplish this, Parents United for Child Care recommends that:

THE CITY:

* Establish the expansion of school-age child care services as a priority of the Boston Youth Campaign.

* Administer and fund the citywide school-age child care project which will coordinate school-age programming in the city; award mini grant funding to new or expanded school-age programs; contract for technical assistance for program start-up, curriculum development, and staff training; and contract for parent education and resource and referral information.

* Launch a public education campaign about the need for quality school-age programs for children.

* Identify potential city-owned buildings and land to be used for school-age programs; provide funding for non-profit organizations to renovate appropriate space for school-age programs.

* Identify and commit funding to train school-age child care workers.

THE SCHOOLS:

* Over the next year identify two elementary schools per zone to locate school-age programs. Provide the space at no or low cost to the child care provider. Identify specific space to be used for programs in each building and make other space, i.e. gym, library available as appropriate.

* Designate BPS staff member(s) to serve as liaison for the development of the school-based programs.

* Implement appropriate school policies regarding space, custodial services, security and after-hour/school vacation utilization to facilitate the operation of school-based programs.

* Revise school opening and closing times at elementary and middle schools to minimize the need for before and after school care.

* Fully implement the "Alternative Transportation" policy to allow for maximum and effective use of transportation to student's after school arrangements. Determine school bus routes after parents indicate where they want their children picked up from in the morning and where they will be transported to in the afternoon.

* Educate teachers and principals about the importance of quality school-age child care and how they can help in the development and implementation of programs.

* Provide technical assistance to principals and teachers interested in collaborating in the development of school-based programs.

* Increase the number of Extended-Kindergarten programs per zone to meet the demand. If appropriate, decrease the number of half-day kindergarten classes to meet increased staff and space needed for the additional extended-kindergarten classes.

* Incorporate the development of school-based school-age child care programs as a priority issue for individual school/business partnerships.

THE STATE:

* Increase the number of subsidies for school-age child care for low income families in Boston.

* Provide funding to the city of Boston to administer the citywide school-age child care project; make funding available for mini-grants to providers.

* Develop and fund training programs for school-age child care workers.

* Investigate ways to reduce costs of school-age child care without reducing quality.

* Increase funding for programs such as Chapter 188 which promote collaboration between the public schools and the community to develop full-day, full-year programs for young school-age children.

EMPLOYERS:

* Develop personnel policies which allow parents: to work flexible hours; to take time off to care for a sick child, to attend a child conference at their child's school or after-school program, or when there is no school because there is a school vacation, early release, or snow day; to receive calls from their children in an emergency or to ascertain their safety; to not be penalized through lack of promotion if they cannot work longer hours or overtime.

* Develop job opportunities which promote job-sharing or part-time employment.

* Participate in, and fund, the public education campaign to promote the need for more affordable, school-age child care.

* Negotiate with unions or their employees to offer tuition assistance for school-age and other child care programs.

* Contribute funding for the citywide school-age child care project.

CHILD CARE AGENCIES:

* Increase resource and referral services for school-age child care programs in Boston.

* Educate parents about school-age child care and how it can be beneficial to their children.

* Work with providers, parents, school (public and parochial), and employers interested in starting school-age programs. Provide technical assistance on curriculum, staffing, and other appropriate issues.

* Identify existing or new community sites for school-age child care programs.

* Provide school-age care on a sliding cost fee based on family income.

* Involve parents in all aspects of developing and operating the school-age programs.

RELIGIOUS, EDUCATIONAL, CORPORATE, AND PHILANTHROPIC ORGANIZATIONS:

* Provide the leadership required to make school-age child care a neighborhood and citywide priority.

* Facilitate collaboration between the parochial schools and the public schools to share resources to jointly develop school-age child care programs.

* Provide no or low cost space to house school-age child care programs.

* Provide financial and in-kind resources to support the components of the Boston School Age Child Care Project, including funding of program mini-grants, technical assistance, and public/parent education activities.

AND FINALLY, PARENTS UNITED FOR CHILD CARE CALLS ON BOSTON PARENTS TO:

* Participate in their child's school and school-age child care experience.

* Organize parents in their neighborhood or school to create or expand school-age programs.

* Organize other parents at their workplace to win pro-family employment policies.

* Work with Parents United for Child Care and other organizations to pass state and federal legislation which assists parents in their roles as workers and caregivers.

* Join Parents United for Child Care's campaign to win more affordable, quality school-age child care in Boston.

CHALLENGES FACING BOSTON FAMILIES: THE NEED FOR SCHOOL-AGE CHILD CARE

We wished to survey a sample representative of school-age children throughout the city of Boston. To ensure that our sample was as similar as possible to the general city population, we distributed surveys to all children in kindergarten through fifth grade (K-5) in 10 public schools and 6 parochial schools. The specific schools were selected to represent the various neighborhoods of Boston and to provide enough responses from latino and chinese-american students to be able to include the needs of these two ethnic groups, as well as the needs of white and black students, in our report. All told, 5571 students were enrolled in these schools in K-5.

Children in each of the selected schools were asked to hand-carry the surveys to their parents and to return them to their schools once their parents had completed the survey. Parents who received the surveys were asked to complete it for only one of their children. If they received more than one survey, they were asked to respond for the youngest child who had brought a survey home. 90% of parents who completed a survey had received only one survey. The other 10% had between 2 and 6 children who brought home surveys. Based on these figures, we would estimate that 4913 families received one or more copies of the survey. Twenty-nine percent (29%) or 1447 families returned a survey. However, this response rate varied from school to school (see Appendix A). In 7 of the 16 schools, more than 40% of families returned surveys.

CHARACTERISTICS OF THE FAMILIES WHO RESPONDED

Table 1 shows the number of children in the sample, by grade, for families who completed a survey. Since we asked parents with more than one child to complete the survey for the youngest child, it is not surprising that there are slightly more younger children than older children.

Table 1: Grade of Respondents' Children

Grade[1]	Proportion of Responses	Number of Responses
Kindergarten[2]	29%	419
First Grade	20%	282
Second Grade	15%	221
Third Grade	14%	202
Fourth Grade	11%	161
Fifth Grade	10%	147

[1] 15 Parents did not tell us their child's grade.
[2] Kindergarten includes K-1 and K-2.

The families who completed the survey live in all the neighborhoods of Boston. About 1 in 5 live in Dorchester; 1 in 10 live in Roslindale, Roxbury, and the South End; 1 in 15 live in Allston-Brighton, Chinatown, South Boston and West Roxbury. For more information about the neighborhood distribution and school distribution, see Appendix B.

The Boston Redevelopment Authority reports that, in 1985, 34% of children ages 0 to 13 in the city of Boston were black, 43% were white, 16% were latino, and 5% were asian-american (including chinese-american and other asian-american groups). The families who responded are similar, except that there are more chinese-american families, since the Quincy school was included in the sample: 22% are black, 42% are white, 11% are latino, 18% are chinese-american and 4% are other asian-american.

The families who responded are similar to the rest of the city of Boston with respect to income level and education. Over one-third of the families who responded have family incomes below $15,000 a year. More than one fourth have family incomes between $15,000 and $25,000. Only 22% of the respondents have family incomes over $35,000 a year (see Table 2).

Table 2: Family Income of Respondents
(N = 1329)

Family Income	Proportion of Sample
Less than $15,000	36%
$15,000 to $25,000	28%
$25,000 to $35,000	14%
$35,000 to $50,000	14%
$50,000 to $100,000	7%
Over $100,000	1%

Similarly, 8% of the parents who completed the survey have less than an 8th grade education; another 16% completed 8th grade but did not complete high school. More than half (60%) have a high school education, and only 16% have a B.A. or graduate training (see Table 3).

Table 3: Parental Education of Respondents
(N = 1376)

Parental Education	Proportion of Sample
Less than 8th grade	8%
Finished 8th grade	4%
Some high school	12%
Finished high school	30%
Some training or college	30%
Finished 4 years of college	9%
Graduate training	7%

WHEN PARENTS ARE AT WORK, SCHOOL OR IN TRAINING PROGRAMS: WHERE CHILDREN SPEND THEIR TIME BEFORE AND AFTER SCHOOL

Over two-thirds of the parents who answered the survey are employed or in school or a training program. Of those employed, 63% are employed full-time (30 or more hours a week). Most parents who are employed full-time, and some parents who are employed part-time or in job training or school, are not able to be home when their children get home from school. In fact, only 22% of parents who are employed or in school or a training program are able to be home every day when their child gets home from school. As we will see in a later section, some parents work reduced hours so that they can be home, while other parents work different shifts so that one parent is home when the children get home from school.

The children in other families spend their time after school in various ways: they may be at home with other adult relatives, with an adult sitter, with brothers and sisters, or home alone. They may also be at an adult relative's home, the home of another adult (a neighbor or friend or a family day care provider), in an after school child care program, at a day care center or nursery school, or in other arrangements. Table 4 describes where children spend their time after school if their parents are employed or in school or a training program and not able to be home every day when their children get home from school.

Table 4: Where Children Spend Their Time After School:
Children in Non-Parental Care on A Regular Basis
(Total Number of Children = 655)

Where Child is After School	Every Day	Some Days
Home with adult relative	22%	15%
Home with other adult	8%	10%
Home with brother/sister[1]	36%	10%
Home alone	2%	5%
At adult relative's home	6%	10%
At other adult's home	5%	8%
After school child care program	14%	4%
Day care center, nursery school	2%	1%
Other arrangements	3%	13%

[1] We do not know the age of the sibling caretaker.

NOTE: children can be in more than one place after school, on any given day or during the week. Therefore, these percents will add up to more than 100%.

As we can see in Table 4, only 18% of the children are in formal after-school child care programs at least some days each week. ("Formal after-school child care programs" does not include extended-day kindergarten. Thirty-percent of kindergartners are in extended-day kindergarten.) First graders are more likely than kindergartners or older children to be in a formal school-age child care program. In general, most children are home with a brother or sister, or an adult relative.

Multiple Arrangements

Parents of school-age children make many different kinds of arrangements for their children. Often, parents combine various arrangements. In fact, almost half (48%) of children whose parents can not be home when they get home from school are in more than one type of arrangement in the course of a week. For example, a child may stay home alone or with older brothers or sisters until an older relative gets off of work half-an-hour later. Or a neighbor may pick up a child and keep him or her until an older sibling can pick up the child. Most mixed care arrangements include relative or sibling care in combination with each other or with some other type of care.

Latchkey Children

Parents report that 7% of these children are home alone at least some of the time each week. Another 13% are occasionally home alone. As Table 5 shows, older children, in grades 4 and 5, are more likely to be left home alone at least some days each week.

Table 5: Proportion of Children Home Alone

	Grade (Age)			
Frequency of Time Alone:	Kindergarten (Age 4-5)	Grade 1 (Age 6)	Grades 2&3 (Age 7-8)	Grades 4&5 (Age 9-10)
Every day	*	*	2%	5%
Some days	*	0	4%	15%
Once in awhile	7%	8%	17%	23%
Total Number of Children Ever Home Alone	12	9	41	66
Number of Children Whose Parents Can't Be Home	168	118	178	154

* Less than 1%

We asked parents to comment on when they think it is okay to leave a child alone, under what circumstances and how old the child should be. About one third of the parents wrote comments at the end of the survey. Of those who commented, about a third felt that children under 11 can be left alone; another third felt that the child should be 11 or 12 years old (other parents felt the child should be older, that children should never be left alone, or did not give a specific age).

About half of the parents qualified this by saying that younger children should be left only for an hour or two, as when running errands or during the time between when the child arrives home from school and the parent arrives home from work. In general, many parents commented that, even when children are old enough to be left alone, other factors should be considered. The most commonly mentioned considerations were the number of hours the child would be alone, how often the child was left alone, whether the child was left during the day or the evening, how mature and responsible the child was and how the child felt about being left alone. Some parents also mentioned that it was helpful to have someone nearby whom the child could call in an emergency or who could check on the child, others felt the parents themselves should be nearby and able to check in on the child.

PARENTAL SATISFACTION WITH CURRENT ARRANGEMENTS

As we saw above, very few parents use formal school age child care, rather, they rely on informal care or, in a few cases, have to leave the child home alone. Our survey indicates that these arrangements are not always satisfactory to parents. Some of the parents reported that their current arrangements have a negative impact on the child, while others reported various problems with their current arrangements.

Impact on Child

Some parents felt that the way their child spends his or her time after school has a negative impact on their child. While the type of care arrangement the child is in did not make a significant difference in terms of the child's social skills or self-esteem, a third of parents whose child spends time home alone felt that that has a negative impact on the child's school achievement and feelings of loneliness (see Table 6). In addition, almost one out of five parents whose children are watched by relatives or siblings felt this has a negative impact on the child's feelings of loneliness. We know from other studies that adult relatives tend to watch fewer children than do non-relatives.

Table 6: Impact on Child

Care Arrangement After School:	Percent of Parents Who Feel Care Arrangement Has Negative Impact on Child's: School Achievement	Loneliness	N
Home Alone	33%	33%	12
Cared for by Relative or Sibling	7%	16%	209
Family Day Care or Sitter	2%	2%	43
After School Child Care Program/Center	3%	6%	78
Mixed Care	9%	7%	313

Satisfaction with the Way Child Spends Time After School

Only one-third (35%) of parents reported that they are very satisfied with the way their child spends his or her time after school. About half (47%) were somewhat satisfied, and 19% were somewhat or very dissatisfied. However, among parents whose children are home alone whenever a parent can't be home, almost half, or 42%, of parents are dissatisfied with this arrangement (see Table 7). Conversely, 92% of parents whose children attend an after school child care program or day care center whenever a parent can't be home are satisfied with this arrangement.

Table 7: Satisfaction with Different Care Arrangements

Care Arrangement After School:	Satisfied	Dissatisfied	N
Home Alone	58%	42%	12
Cared for by Relative or Sibling	80%	20%	209
Family Day Care or Sitter	79%	21%	43
After School Child Care Program/Center	92%	8%	78
Mixed Care	77%	23%	313

Table 8 shows the extent to which parents who can not be home when their child gets home from school were satisfied with various aspects of their child's care arrangements. The areas where parents were less than completely satisfied are: the activities the caregiver does with the child, the outdoor and indoor space, and the cost of care.

Table 8: Satisfaction with Characteristics of Care
(N = 655)

	Percent of Parents:			
	Not Satisfied	Somewhat Satisfied	Very Satisfied	No Answer[1]
Activities	5%	18%	17%	59%
Outdoor Space	7%	15%	19%	59%
Indoor Space	5%	15%	21%	58%
Cost	5%	16%	21%	58%
Drop Off/Pick Up Times	3%	14%	30%	52%
Transportation	7%	10%	24%	59%
Caregiver Treatment:				
of Child	2%	11%	29%	58%
of Parent	1%	9%	31%	58%
Location	3%	11%	27%	58%
Cleanliness	2%	12%	29%	56%

[1] About half of parents who can not be home when their child gets home did not answer these questions, presumably because they felt they did not apply to their situation. For this reason, we focus on the proportion of all parents who can not be home who are less than completely satisfied with their care arrangements, that is, parents who reported they were not satisfied or were only somewhat satisfied. By doing so, we are making the conservative assumption that parents who did not answer the question are satisfied.

When we look at parents satisfaction with different types of care (see Table 9), we see that their concerns about activities, space and cost are even more pronounced when their children are in formal care arrangements (after school programs, family day care or a sitter in the home). Additionally, parents who use after school programs are more likely to have problems with drop off and pick up times and with transportation than are parents using other types of care.

These concerns are in contrast to parents' overall satisfaction with after school programs. It appears that parents using after school care want their children in those programs, but would like to improve the availability of space and the activities, reduce the cost, and ease problems with transportation and drop off and pick up times.

Table 9: Satisfaction with Characteristics of Different Care Arrangements

Care Arrangement:	Percent of Parents Less Than Completely Satisfied with:					
	Activities	Indoor Space	Outd'r Space	Cost	DropOff PickUp	Transpor -tation
Cared for by Relative or Sibling	15%	12%	14%	10%	10%	11%
Family Day Care or Sitter	30%	33%	30%	35%	12%	9%
After School Child Care Program or Day Care Center	33%	38%	38%	33%	24%	24%
Mixed Care	23%	17%	19%	9%	18%	16%

Summary

We can draw several conclusions from the preceding information. First, most parents who leave their child home alone do not want to do so. They are dissatisfied, and feel that such an arrangement has a negative impact on the child's school achievement and on the child's loneliness. Second, while many parents are satisfied with relative care, one in five are not completely satisfied with this arrangement and almost as many find their children are lonely there. In contrast to relative care, care in after school programs is more likely to be satisfactory to parents and rarely, if ever, judged as having a negative impact on the child. However, while parents in general are satisfied with after school programs, about one-third of parents whose children are in these programs are less than completely satisfied with the cost, the activities for the child and the indoor and outdoor space. In addition, one-fourth of parents whose children attend after school child care programs are less than completely satisfied with transportation or drop-off and pick-up times.

BARRIERS TO USING SCHOOL AGE CARE

Parents who wish to use school age child care face several barriers. The most significant barriers are the lack of programs, the restrictions of existing programs, and the cost of care.

Problems with Availability of Care

In the past two years, almost one-third (30%) of parents have looked for care for their school age child and been unable to find it. When asked what problems they had had in the past two years when arranging for care, 29% said friends or relatives were unavailable and 21% said there were no openings in existing programs (see Table 10). One-quarter of parents also reported problems with transportation and almost one-fifth had trouble finding good quality care.

Table 10: Problems Finding Care
(N = 1447)

	Proportion of All Parents Reporting
There were no openings in programs	21%
Friends or relatives weren't available	29%
Transportation problems	25%
The hours of care were not adequate	15%
Location of care	13%
Care was too expensive	32%
I had trouble finding good quality care	19%
I didn't know where to start looking	16%

Problems finding care were particularly acute in the north zone[1] of Boston -- 29% of parents in the north zone, compared to 17% in the east zone and 13% in the west zone, reported that there were no openings in programs (see Table 11). In addition, 20% of parents in the north zone, compared to 17% in the east zone and 11% in the west zone, didn't know where to start looking.

[1] The Boston Public Schools are now organized into three zones. In our sample, the north zone schools surveyed are the Quincy, Blackstone and Hamilton; the east zone schools surveyed are the Stone, Dever, Everett and Condon; and the west zone schools surveyed are the Bates, Parkman and Kilmer. The parochial schools were also identified by zone for these analyses: Cathedral Grammar and Presentation are in the north zone; St. Margaret's is in the east zone; and Lourdes, St. Patrick's and Sacred Heart are in the west zone.

Table 11: Zone Differences in Availability of Care
(N = 1447)

	North Zone	East Zone	West Zone
There were no openings in programs	29%	17%	13%
I didn't know where to start looking	20%	17%	11%

Problems with the Price of Care

One-third of parents reported that, in the past two years, they had problems finding care because it was too expensive. The price of care was particularly problematic for parents with incomes between $15,000 and $35,000. Over one-third (39%) of these moderate-income families reported care was too expensive, compared to 29% of low-income families and 30% of families with incomes over $35,000.

In fact, the price of care may be a barrier to seeking care for many families. Just over a third (36%) of families who are not able to be home when their child gets home from school pay for child care.

The Price of School-Age Care.[2] Parents who currently pay for care pay an average of $42 a week for one child in school-age care -- what parents pay ranges from $1 to $210 a week. This price of care includes parents who are paying for part-time care and parents who receive subsidies to help them pay for care. As Table 12 shows, almost half of parents who pay anything pay between $26 and $50 a week for school-age care. Almost a third (30%) of parents who pay for care are paying $40 to $50 a week (not shown in Table). Another quarter of parents who pay for care pay more than $50 a week. Parents who are paying less than $26 a week are more likely to be receiving some type of assistance in paying for care. If we consider only parents who report that they receive no assistance in paying for care, we find that parents pay an average of $46 a week for one child in school age care.

[2] We talk about the "price" of care -- that is, what parents actually pay for care -- since we only have parents' reports. We do not know the actual "cost" of care -- that is, what it costs providers to provide child care. Cost and price are different because providers may absorb part of the cost, or parents may receive assistance in paying for care.

Table 12: What Parents Pay for School Age Care
(N = 239)

Price Paid Per Week	Number of Families	Percent of Parents Who Pay[1]	Percent of Parents Paying This Amount Who Are Receiving Assistance[2]
$1 to $25 a week	83	35%	42%
$26 to $50 a week	102	43%	22%
Over $50 a week	54	23%	13%

[1] Of those paying anything.
[2] Parents could receive assistance in paying for child care in the form of Employment and Training vouchers, DSS subsidies, other sliding fee arrangements or scholarships, or assistance from their employers.

Certain types of care are more likely to be paid. For example, 78% of parents whose children are in after school programs pay something for this care, compared to 20% of parents whose children are watched by relatives in the relatives' home (see Table 13). Similarly, what parents pay for care varies with the type of care. While most parents don't pay relatives who watch their children, those who do pay $67 a week. The second most expensive form of care is care by a non-relative in the child's home -- at $56 a week. In contrast, parents pay an average of $31 a week for a school age child care program -- ranging from $4 to $75 a week.

Table 13: Differences in Parents' Payments for Care

	Parents Who Pay Anything		Average		
	Number	Percent	Amount Paid	Minimum	Maximum
Relative in child's home	15	23%	$67	$15	$150
Non-relative in child's home	11	61%	$56	$20	$120
Relative in their home	6	20%	$28	$15	$ 50
Non-relative in their home	17	68%	$47	$15	$ 96
School Age Child Care Program	59	78%	$31	$ 4	$ 75

The Burden on Families. Some families have additional child care costs for other children in the family. Families (including those paying for care for only one child as well as those paying for care for multiple children) pay an average of $60 a week for child care for all their children -- ranging from $1 to $300 a week. Sixty dollars a week may not seem like a lot, but for low-income families, it represents a considerable burden. It is generally recognized that families will pay about 10% to 15% of their income rather than forego the child care they need. However, a study conducted by the University of Massachusetts Center for Survey Research found that low-income families can only afford to pay about 6 to 8% of their income for child care. In our survey, we found that, while families at different income levels pay about the same dollar amount per week on average, low- and moderate-income families actually paid a greater proportion of their weekly income for care (see Table 14).

Low-income families (with incomes under $15,000) who pay for care are paying 3 times what they can afford to pay for child care for all of their children. School age child care is a substantial proportion of this burden -- on average, $42 of the $60 goes for school age care. In fact, low-income families pay an estimated 15% of their income (or twice what they can afford) for school age child care costs alone.

Table 14: Payments for Child Care for All Children

Family Income Category	Estimated Weekly Income[1]	Average Amount Paid for Care	Conservative Estimate of Proportion of Income Paid for Care	N
Under $15,000	$288	$60	21%	48
$15,000 to $25,000	$481	$51	11%	93
$25,000 to $35,000	$673	$72	11%	28
$35,000 to $50,000	$962	$59	6%	36
$50,000 to $100,000	$1923	$76	4%	29

[1] Based on top income in category and 52 weeks a year.

SCHOOL AGE CHILD CARE AND EMPLOYMENT

The lack of affordable, quality school-age child care is a barrier to labor force participation and to the schooling and training necessary to obtain employment. Affordable, quality school-age child care is needed by low-income parents to enable them to get the training or education they need to find jobs to support their families. Affordable, quality school-age child care is needed by women in moderate-income families so that they can go to work and contribute to their family's income. In this section, we will focus first on women, and then discuss the responses of the men who answered our survey.

Impact on Education and Training

The lack of child care impacts strongly on the education and training of low-income parents, and on mothers with limited formal education. If quality, affordable after school child care were available, 15% of all the respondents not now in school or a training program would enter school or a training program. The need is even greater among low-income parents: almost one-third (32%) of low-income women not now in school or training would enter school or training if child care were available (see Table 15). Similarly, about a third (30%) of women with less than an 8th grade education, and one fifth (22%) of women with less than a high school education, would enter school or training if child care were available.

Table 15: Impact of Lack of School-Age Care on Women's Training and Employment

	Percent Who Would:	
	Enter Training/School[1]	Seek a Job[2]
Low Income (Under $15,000)	32%	28%
Moderate Income ($15,000 to $35,000)	9%	47%
Family Income Over $35,000	3%	28%

[1] Percents based on the number of women not now in school or training in each income group. N low-income not now in school or training = 305; N moderate-income = 442; N over $35,000 = 220.
[2] Percents based on the number of women not now employed in each income group. N low-income not now employed = 251; N moderate-income = 108; N over $35,000 = 58.

Impact on Employment

For parents with basic education and training, affordable, quality school-age child care is needed to facilitate their employment. Over one-third (39%) of women with a high school diploma would look for a job if child care were available, compared to 29% of women with less than a high school education, and 22% of women with a college degree. Similarly, almost half (47%) of all moderate-income women (family incomes between $15,000 and $35,000) would seek employment if child care were available, compared to 28% of low-income women and 28% of women in families with incomes over $35,000 (see Table 15).

Impact on Current Employment

For employed parents, the lack of school-age child care affects their earning power and puts additional stresses on families. Sixty percent of the women who answered the survey are employed. Many of these women forego earnings, by working part-time or turning down overtime hours, because they do not have adequate child care.[3] One-third (34%) of all employed women would work more hours if their child could go someplace after school that the parent liked and could afford. Parents make other adjustments at work because of the lack of affordable quality school-age care. Some stay at jobs they would otherwise leave because the employer is flexible enough to enable them to manage job and children or because it is convenient to their child's school or child care arrangements. If child care were available, 14% of women would change their jobs. Other families manage work and family by working opposite shifts so that one parent is always available to watch the children. One-quarter (25%) of employed women would work different shifts than they are now working if child care were available. Finally, some parents forego promotions because these promotions would reduce the flexibility of their job schedules and increase the demands of their employer on their time and loyalties. One-fifth (22%) of women would seek a promotion at their current job if school-age child care were available.

Workplace Limitations on Managing Family Responsibilities

These accommodations are necessitated by the limitations of the workplace. Almost one in ten (8%) of women who are employed or in a training program report that it is never okay for their child to call them at work; almost half (45%) of employed women respondents report that it is not okay to call their child or for their child to call them, even in an emergency (See Table 16). About a third of employed women can not get time off when their child is sick or in an emergency. When they can get time off, this time often must come out of their own leave -- as one mother commented, "I can never stay home when I'm sick, no matter how sick I am, because I have to save my sick leave to use when my son is ill". It is even harder for mothers to get time off for school holidays and early dismissal days -- almost two-thirds (62%) can not do so. In addition, less than half (49%) of the employed women report that they have some say in their work schedule and only 7% work for employers who offer child care benefits.

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[3] Forty percent of employed women in our survey are employed part-time.

Table 16: Workplace Limitations
(Female Respondents Only; N = 776)

Are the following true at your workplace?	False	True
It's okay if my child calls me at work every day.	46%	54%
It's okay if my child calls me at work in an emergency.	45%	55%
It's not okay for my child to call me at work.	92%	8%
It's okay for me to call to check on my child.	45%	55%
I can get time off when my child is sick.	37%	63%
I can get time off to take care of my child in an emergency.	32%	68%
I can get time off to take care of my child even if it isn't an emergency.	68%	32%
I can get time off for school holidays or early dismissal if I need to.	62%	34%
I have some say in my work schedule.	51%	49%
My employer offers child care benefits.	93%	7%

Working Parents With the Greatest Difficulties. While jobs in general make parenting school-age children difficult, certain groups of workers have a more difficult time than others. The jobs held by low- and moderate-income respondents are even less likely to allow respondents to have some say in their work schedules, to receive daily calls from their children or to take time off for school holidays or emergencies (See Table 17). In addition, while training programs are more likely to offer child care benefits (18% do compared to 6% of other employers), they are less likely to allow respondents to receive calls at work from their children on a daily basis or even in emergencies, and less likely to make it possible for employees to get time off when their child is sick or in an emergency.

Table 17: Workplace Limitations by Family Income

	Percent For Whom Statement is True		
	Low-Income (Under $15,000)	Moderate Income ($15-$25,000)	Income Over $25,000
It's okay if my child calls me at work every day.	36%	52%	62%
I can get time off to take care of my child in an emergency.	57%	70%	66%
I can get time off for school holidays or early dismissal.	29%	30%	36%
I have some say in my work schedule.	39%	42%	55%

Men, Employment and Child Care

We received surveys from 213 men (fewer than one in five of the respondents). Chinese-american men and other asian-american men were more likely to respond than were men from other ethnic groups; 42% of chinese-american respondents were men, compared to 9% of non-asian respondents. Because of this, over half (51%) of the men who responded are asian-american (primarily chinese-american).[4] While men and women respondents were equally likely to be low-income, the chinese-american and other asian-american men were more likely to have low family incomes (under $15,000) than were men from other ethnic groups (44% compared to 28%). As a result, 62% of low-income men are chinese-american or other asian-american.

Among the men who responded to our survey, we found that the lack of quality, affordable school-age child care affects men's lives as well. Obviously, men's lives are affected when family income is reduced because women curtail or forego employment because of the lack of child care. However, the men who answered the survey also reported that their own employment and earning potential are affected by the lack of child care.

About a third of the men who answered the survey are not employed. Some are in school or a training program, and some are retired. But some of these men are limited in their employment by the lack of school-age child care. About one in five (19%) men not now employed would look for work if school-age child care were available. Lack of school-age child care is also a barrier to improved job skills for low-income men. One quarter (26%) of

[4] In contrast, only 17% of the women who responded were chinese-american or other asian-american.

low-income men not now in school or training would enter school or training if child care were available.

Even when employed, as 65% of the men are, a significant proportion of the men who answered the survey have restricted their employment because of the lack of school-age child care. As we noted earlier, many couples work different shifts so that one parent can always be available for children. About a quarter (22%) of employed men would work different shifts than they are now working if child care were available. Almost a quarter (22%) of the men who are employed are working part-time; other men have turned down overtime hours. One-third (34%) of all employed men would work more hours if child care were available. Finally, some parents forego promotions because these promotions would reduce the flexibility of their job schedules and increase the demands of their employer on their time and loyalties. Almost one-fifth (18%) of the men would seek a promotion at their current job if school-age child care were available.

Finally, men reported that their jobs are sometimes less flexible than women's jobs in terms of meeting child care demands. More than half of the men (60%), compared to only 45% of the women, report that it is not okay for their child to call them at work in an emergency. Similarly, 65% of men, compared to 45% of women, report that it is not okay for them to call to check on their child. In addition, half of men (50%), compared to one third of women (37%), can not get time off when a child is sick. These differences may reflect differences in the kinds of jobs that men and women tend to do, differences in the ways employers view men's and women's family responsibilities, or differences in the ways that men and women view their work and family responsibilities.

WHAT BOSTON FAMILIES WANT[5]

We turn now to a consideration of what the parents who answered the survey said they would like as care arrangements for the school-age children. This section will discuss after-school care, before-school care, extended day kindergarten and summer care for school-age children.

After School Care

Two-thirds of the parents responding to this survey would be very likely to send their child someplace after school if the parent liked it and felt they could afford it. While it is possible that the parents who did not respond to the survey would be less likely to use school-age care than the parents who did respond, this is a strong indication of the need for school-age care in Boston. (See Appendix C for a school-by-school breakdown of the number of parents who would use each type of after school care.)

Parents also expressed a clear preference for an after-school program at the school their child attends. The greatest proportion of parents (49%)

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[5] Percents in this section are based on all parents who answered the survey, including those not employed or not in school or training programs.

would be very likely to send their child to an after-school program at school; over one-third (37%) would be very likely to send their child to an after-school program near home (see Table 18). About one-in-six parents would be very likely to send their child to a family's home near their own home.

Table 18: Parents Likely Use of After School Care
(N = 1447)

Type of Program	Very Likely to Use	Somewhat Likely to Use
One or more types:	69%	12%
After-school program:		
At School	49%	14%
Near School	20%	22%
Near Home	37%	18%
Home-based care:		
Near School	12%	14%
Near Home	17%	31%

Note: Parents were asked how likely they were to send their child to each of these types of programs. Since parents could say they would send their child to more than one type of program, percents can not be added up within columns.

Not only are more parents very likely to use an after-school program at school than any other type of program, but many parents would not use other types of programs, even if they were available. Of those parents who are somewhat or very likely to use an after-school program at the school, more than half would not use a family's home near their own home. In contrast, of the parents who are somewhat or very likely to use a family's home near their own home, only 20% would not use an after-school program at the school.

Program Content. Parents were asked what they would like in an after-school program or home for their child. Table 19 shows the preferences for parents who are very likely and somewhat likely to use one or more types of after-school care. In general, parents want a program that will provide help with homework, a chance for sports or exercise and outdoor play, and arts, music and crafts. Many parents also want a multi-cultural program and the opportunity for field trips. Finally, bilingual providers are important to 41% of latino, 30% of chinese-american, 32% of other asian-american families, 13% of black and 8% of white families who are very likely to use an after-school program or home.

Table 19: Percent of Parents Who Want Each of the Following, Among Parents Very Likely or Somewhat Likely to Use a Program

Content	Very Likely to Use	Somewhat Likely to Use
Help with homework	78%	53%
Sports or exercise	69%	65%
Outdoor play	55%	50%
Field trips	41%	31%
Arts, music, crafts	65%	59%
Multi-cultural activities	41%	26%
Bilingual providers	18%	8%
Number of families:	852	124

Parental preferences did not vary significantly with the type of program preferred.

Program Utilization. Most parents (71%) who are very likely to use an after-school program or home would use it 5 days a week, 7% would use it 4 days, 15% would use it 3 days, and 7% would use it 1 or 2 days. Parents who are somewhat likely to use an after-school program or home are less likely to use it every day -- only 27% would use it 5 days a week, while 58% would use it 2 or 3 days.

Among parents very likely to use an after-school program or home, 60% want 3 or 4 hours a day; only 26% want 1 or 2 hours a day and 14% need care for 5 hours or more a day. Most parents (85%) who are somewhat likely to use care would use care for 1 to 3 hours. There were no significant differences in the amount of care that would be used by parents of children of different ages.

Affordable Care. As noted above, cost is a major barrier for parents who wish to use after-school care. The same issue exists for these parents who would use after-school programs if they were available. The majority (68%) of parents interested in after-school care have family incomes under $25,000 a year. Any after-school program will have to address this affordability issue.

Before School Care

Much of this report has focused on after school care. However, families also need before school care. In 24% of the families who completed the survey, all adults must leave the house before their child is due at school. Most of these children (40%) spend this time at home. About one-third (35%) spend it at someone else's home, 9% spend it in the school yard, another 9% in the school building, and only 1% at a formal "before school" program. When parents were asked if they would use a before school program, 51% of parents who currently must leave the house before their child is due at school said

they would be very likely to do so, and 25% said they would be somewhat likely to do so.

Extended Day Kindergarten

Currently, 29% of the kindergartners whose parents completed this survey are in extended-day kindergarten; the rest are in half-day programs. Extended-day kindergarten makes it easier for parents to be employed: 70% of parents whose children are in extended-day are employed, compared to 50% of parents whose children are in half-day. When parents are employed, 79% of extended-day children, and 72% of half-day children, are in non-parental care. The fact that so many extended-day children are also in non-parental care outside their kindergarten hours indicates that extended-day kindergarten does not always provide enough hours of care for working parents. Table 20 shows where these kindergarten children spend their time when they are not in kindergarten and not with their parents. As with older children, relatives and siblings are major providers. There is a non-significant trend for children in half-day care to be in mixed care arrangements more often than other kindergartners, and in school-age programs or day care centers less often.

Over half (58%) of parents whose children are in half-day kindergarten would like their children to be in extended-day kindergarten. In addition, 61% of parents whose children are in extended-day kindergarten would be very likely to use a school-age child care program at the school.

Table 20: Care Arrangements for Kindergartners

Care Arrangement After School For Children in Non-Parental Care:	Half-Day	Extended-Day
Cared for by Sibling	19%	21%
Cared for by Relative	13%	16%
Family Day Care or Sitter	10%	10%
School-Age Program or Center	11%	16%
Mixed Care	48%	37%
Number in non-parental care:	104	68

Summer Care

Sixteen percent of all respondents reported that in the past two years they have had problems finding care because care was not available during summers or holidays. 31% of parents would be very likely to use summer care if it were available; 14% would be somewhat likely.

APPENDIX A: RESPONSE RATES BY SCHOOL

School	Number of Students	Estimated Number of Families[1]	Number of Responses	Response Rate[2]
Bates	224	198	46	23%
Blackstone	901	795	98	12%
Cathedral Grammar	125	110	47	43%
Condon	719	634	125	20%
Dever	499	440	59	13%
Everett	305	269	75	28%
Hamilton	275	243	61	25%
Kilmer	298	263	126	48%
Lourdes	160	141	90	64%
Parkman	170	150	25	17%
Presentation	149	131	54	41%
Quincy	818	721	319	44%
St. Margaret's	220	194	80	41%
St. Patrick's	200	176	60	34%
Sacred Heart	312	275	141	51%
Stone	196	173	41	24%

[1] On average, the parents who completed the survey received 1.134 surveys per family (because some families had more than one child in the school). The estimated number of families in each school is the number of students divided by 1.134.

[2] The Response Rate is the Number of Responses divided by the Estimated Number of Families.

APPENDIX B: SAMPLE CHARACTERISTICS

School	Proportion of Responses	Number of Responses
Bates	3%	46
Blackstone	7%	98
Cathedral Grammar	3%	47
Condon	9%	125
Dever	4%	59
Everett	5%	75
Hamilton	4%	61
Kilmer	9%	126
Our Lady of Lourdes	6%	90
Parkman	2%	25
Presentation	4%	54
Quincy	22%	319
Sacred Heart	10%	141
St. Margaret's	6%	80
St. Patrick's	4%	60
Stone	3%	41

Neighborhood	Proportion of Responses
Allston-Brighton	7%
Back Bay/Beacon Hill	3%
Charlestown	2%
Chinatown	6%
Dorchester	21%
East Boston	1%
Fenway/Kenmore	*
Hyde Park	3%
Jamaica Plain	5%
Mattapan	2%
Mission Hill	*
North End	*
Roslindale	12%
Roxbury	10%
South Boston	7%
South End	13%
West Roxbury	8%

* Less than 0.5%

APPENDIX C: NUMBER OF PARENTS VERY LIKELY TO SEND A CHILD BY SCHOOL

School[1]	An After-School Program			Family's Home Near:		Before
	at school	near school	near home	school	home	School
East:						
Condon	58	21	56	8	17	17
Dever	18	8	25	9	14	8
Everett	43	13	29	11	13	12
St. Margaret's	41	20	35	11	12	5
Stone	22	11	18	6	9	7
North:						
Blackstone	43	22	38	8	9	29
Cathedral	25	12	16	7	7	7
Hamilton	20	14	25	6	9	3
Presentation	35	15	18	7	8	8
Quincy	176	71	118	45	57	56
West:						
Bates	25	13	19	6	8	8
Kilmer	38	10	30	15	31	9
Lourdes	51	22	31	11	14	15
Parkman	13	4	13	2	5	8
Sacred Heart	71	19	34	13	25	14
St. Patrick's	35	16	33	6	12	3

[1] The schools are listed by geographic area, corresponding to the Boston Public Schools zones.